



CAM WOODFIELD JUNIOR SCHOOL

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PSHE Policy

2020-2021

To be reviewed in June 2024

2020

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Introduction

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act (2017) made **Relationships and Health Education** at primary; and Relationships, Sex and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies became active from September 2020. From this date Relationships Education became compulsory for all primary schools, as set out in the DfE Guidance (2019).

At Cam Woodfield Junior School PSHE is taught through the 'JIGSAW' scheme for PSHE. This scheme is informed by the DfE guidance on Relationships, Sex and Health Education, (2019); Preventing and tackling bullying: Advice for Head teachers, staff and governing bodies, (updated 2017); DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, (September 2012); Working together to safeguard children, (2013); Keeping safe in Education, (2018) and Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, (revised June 2014). The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, (2017).

In addition, our school core values are explored through weekly assemblies.

Links to Other Policies

This policy should be read in conjunction with the policy for Relationships and Sex Education, the Drug Awareness Policy, the Safeguarding Policy, the Behaviour and Anti-bullying Policy, the Mental Health and Wellbeing Policy, the Pastoral Policy and the Science curriculum.

Intent of the PSHE Policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil Learning Intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge

- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Implementation: Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons).

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education Guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development, to enhance children's emotional and mental health. The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group. In our school, class teachers are responsible for delivering the lessons. The PSHE Coordinator is responsible for monitoring and evaluation.

Differentiation /SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid for example, with suggested activities for children working at each of those levels.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for safeguarding. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Impact (Assessment)

Throughout each year, children record their learning in a Jigsaw Journal. Each Puzzle has a built-in assessment task, usually in Piece 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

Working towards **Working at** **Working beyond**

Recording and Tracking Progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, three attainment descriptors for each Puzzle are available on Insight (the online tracking system used by this school). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and records this against their name.

Reporting to Parents/Carers

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to record on children's reports.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally-recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Monitoring and Evaluation

The PSHE coordinator will monitor delivery of the programme through observation, work scrutiny and discussion with teaching staff and pupils, to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes

- Monitoring of children's books (termly)

- Staff meetings to review and share experience

External Contributors

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. Teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it. It will include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to

the Designated Safeguarding Leads if they are concerned. Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are given the opportunity to find out about and discuss the RSE content of the Jigsaw PSHE programme through a parents'/carers' awareness evening.

Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery of teaching RSE. Support will also be given by the PSHE lead teacher, to new members of staff, with planning and delivery the scheme.

Values

In addition to PSHE lessons, each term a different value will be focused on during weekly assemblies and reinforced within classes and on the playground. The values are [kindness](#), [respect](#), [responsibility](#), [courage](#), [perseverance](#) and [friendship](#). The order in which these values are covered will complement the theme to be covered in Jigsaw PSHE lessons that term.

Dissemination

This policy is available on our school website where it can be accessed by the community.

Policy Review

This policy was written by Rachel Carrick and Tammi Wainwright, lead teachers for PSHE and Mental Health and Well-being.

This policy will be reviewed every 3 years as a minimum.

It is next due for review in June 2024.

CWJS's Response to COVID

In response to Covid, the school has implemented a Remote Learning Policy. Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety.

Education for a Connected World 2020 is a framework to equip children and young people for digital life and online remote learning. It was written by the UK Council for Internet Safety and enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world.

It focuses specifically on eight different aspects of online education:

1. Self-image and identity: This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

2. Online relationships: This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

3. Online reputation: This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

4. Online bullying: This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

5. Managing online information: This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.

6. Health, well-being and lifestyle: This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

7. Privacy and security: This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

8. Copyright and ownership: This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

The outcomes in 'Education for a Connected World (2020)' are included in the PSHE Jigsaw Programme in the different year groups across Key Stage 2.

